



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 1: Lesson 12

Discussion Skills: Chalk Talk about the Culture of Japan



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| Long-Term Target Addressed (Based on NYSP12 ELA CCLS) | |
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| I can effectively participate in a conversation with my peers and adults. (SL.3.1) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can effectively participate in a Chalk Talk about Japan's culture.• I can follow our class norms when I participate in a conversation.• I can prepare for the conversation by using evidence from informational text.• I can seek patterns about the topic being discussed. | <ul style="list-style-type: none">• Independent Reading recording form: Chapter 10 (from homework)• Observations of students actions and writing during the Chalk Talk |



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Routine and Culminating Discussion of <i>Dragon of the Red Dawn</i> (20 minutes)What is a Chalk Talk and Why Hold One? (10 minutes)Work Time<ol style="list-style-type: none">Preparing Evidence and Questions for the Chalk Talk (10 minutes)Conducting the Chalk Talk (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief the Chalk Talk: Looking for Patterns (5 minutes)Homework<ol style="list-style-type: none">Explain to someone at home what a Chalk Talk is and how it works. Identify two stars for your work in the Chalk Talk (things you did well) and one step (something you could work on in the future or do to improve). | <ul style="list-style-type: none">This lesson uses the Chalk Talk protocol (see Appendix). A Chalk Talk is a silent discussion that provides students with the opportunity to collectively theorize on and react to each other's ideas in writing. These talks can provide a window into students' thinking, as well as reveal any misconceptions students might have.To prepare for the Chalk Talk, students will use evidence from their recording forms from Lessons 4–11 (see supporting materials).In advance: Pre-assemble evidence folders for each student. Assemble recording forms for each student from Lessons 4–11 in a folder created by folding an 11 x 17 piece of paper in half.In advance: Prepare the How to Hold a Chalk Talk anchor chart (see supporting materials).In advance: Prepare Chalk Talk charts. There are four stations, each station with a different question. Consider using lined paper to help contain the size of students' printing and prevent it from taking up more space than it needs to. Have extra chart paper on hand at each station in case a chart fills up. The Chalk Talk charts should have the following questions written at the top or written separately and posted above or directly next to the charts:<ul style="list-style-type: none">What traditions did you read about in Japan? Were any of these also in <i>Dragon of the Red Dawn</i>?The text uses many fact boxes such as "Fun Fact" and "Did You Know?" as well as illustrations. How did the fact boxes and illustrations help you as a reader?What customs in Japan did you read about? Where any of these also in <i>Dragon of the Red Dawn</i>?How would you define culture?Set each chart out on a flat surface like a table or grouping of desks.In advance: Group the class into four or eight groups. When it comes time to start the Chalk Talk, assign each group to a different chart as their starting point. Each small group will only discuss with each other and not the other groups. Be strategic in your grouping. If you have a few struggling readers in your class, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers, but carefully monitor that they are reading and contributing. Your ELLs may benefit from being in a group with others who speak their native language. |



| Lesson Vocabulary | Materials |
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| evidence, pattern | <ul style="list-style-type: none">• <i>Dragon of the Red Dawn</i> (book; one per student)• Mystery Letter anchor chart (begun in Lesson 9)• How to Hold a Chalk Talk anchor chart (new; one for display)• <i>Exploring Countries: Japan</i> (book; one per student)• Japan's Culture anchor chart (begun in Lesson 10)• Evidence folders with students' recording forms from Lessons 4-11 (see Teaching Notes)<ul style="list-style-type: none">– Text Feature Scavenger Hunt (from Lesson 8)– Word Tracker (from Lesson 9)– Exploring Culture (Customs) (from Lesson 10)– Exploring Culture (Traditions) (from Lesson 11)• Chart paper (one sheet for each Chalk Talk station, four charts total; see Teaching Notes)• Colored pencils or markers (one per student) |



| Opening | Meeting Students' Needs |
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| <p>A. Engaging the Reader: Homework Routine and Culminating Discussion of <i>Dragon of the Red Dawn</i> (20 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text <i>Dragon of the Red Dawn</i>. Gather as a group to discuss the homework. Ask students to take out their Independent Reading recording form: Chapter 10. • Cold call a few students to briefly share their responses in the Where, Who, and What columns on the chart. • Congratulate students on finishing the book! Ask a volunteer to share the answer to this chapter's word puzzle and then add the last starred letter to the Mystery Letter anchor chart. Point out that students have now found their last mystery letter! Explain that the letters they have found make up a scrambled word. Give students a few minutes to talk to a partner about what the word might be, but do not allow them to share their ideas with the full group yet. Let the excitement build. • Explain that this word is part of the answer to the question, "What do Jack and Annie learn from their adventures in ancient Japan?" Now you are going to give them a final clue. The unscrambled word will fit into this sentence: <ul style="list-style-type: none"> * "Jack and Annie learn that a secret of happiness lies in finding beauty in _____." • Allow students to work with their partners to try to solve the puzzle. After a few minutes, ask for a volunteer to come up and fill in the blanks to complete the sentence. Reread the question and have the class read the answer chorally: "What do Jack and Annie learn from their adventures in ancient Japan? Jack and Annie learn that a secret of happiness lies in finding beauty in NATURE." • Lead a culminating discussion on <i>Dragon of the Red Dawn</i>. <ul style="list-style-type: none"> * "What did Jack and Annie learn from Basho?" * "How did Jack and Annie feel about ancient Japan?" * "What do you think was the best part of Jack and Annie's adventure? Why?" | |
| <p>B. Engaging the Reader: What is a Chalk Talk and Why Hold One? (10 minutes)</p> <ul style="list-style-type: none"> • Display two of the learning targets: <ul style="list-style-type: none"> * "I can effectively participate in a Chalk Talk about Japan's culture." * "I can follow our class norms when I participate in a conversation." | <ul style="list-style-type: none"> • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. |



| Opening (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">• Tell students that they will be using a new protocol called Chalk Talk. In a Chalk Talk, they have a written discussion with others about something important. Ask:<ul style="list-style-type: none">* “How do you think you can discuss something through writing?”• Allow students a few moments to think and then cold call until a student correctly states that they will write down what they want to say in order to communicate.• Point out that every student has important ideas to share about what they know of Japan’s culture. Say: “You have built a lot of knowledge about the culture of Japan as it relates to customs and traditions. The Chalk Talk will be a great way to let all your voices be heard, but it will be done by each of you writing down what you want to say.”• Display the How to Hold a Chalk Talk anchor chart. Ask for volunteers to read aloud one step at a time.• After each point is read aloud, have students silently reread the entire list. Then ask students if they have any questions about the Chalk Talk protocol. Clarify as necessary. Some questions may be best answered by allowing the protocol to play out. | |



| Work Time | Meeting Students' Needs |
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| <p>A. Preparing Evidence and Questions for the Chalk Talk (10 minutes)</p> <ul style="list-style-type: none">• Display the learning target:<ul style="list-style-type: none">* “I can prepare for the conversation by using evidence from informational text.”• Tell students that all of their hard work in Lessons 4–11 produced some great evidence of Japan’s culture. Quickly name the recording forms students can use for evidence (see Teaching Notes for complete list).• Tell students to think back to the work of the last four lessons and all they have learned about Japan’s culture. Give students 8 minutes to review their recording forms. They may also look back in the informational text <i>Exploring Countries: Japan</i>.• Also, draw students’ attention to and display the Japan’s Culture anchor chart and encourage them to review what is recorded on this anchor chart. Leave this anchor chart out on display through Work Time B. | <ul style="list-style-type: none">• Students who need support with reflecting back over previous work, consider pairing them with a peer or teacher’s aide who can ask strategic questions such as, “Tell me what this recording form is showing us.” |
| <p>B. Conducting the Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Tell students that their Chalk Talk will be based on four different questions.• Before beginning the Chalk Talk, briefly review the steps again with students.• Divide students into small groups, and send groups to their assigned charts to begin.• As students work, observe whether they are following the protocol and provide guidance as needed.• Continue to circulate and observe, reading students’ comments. Gently point students to interesting comments, encouraging them to keep writing, reading, and responding. | <ul style="list-style-type: none">• Create small groups that are heterogeneous so that students can support each other during the Chalk Talk. Consider a mix of reading abilities and writing abilities.• Consider pairing ELL students with a partner who speaks the same language. |



| Closing and Assessment | Meeting Students' Needs |
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| <p>A. Debrief the Chalk Talk: Looking for Patterns (5 minutes)</p> <ul style="list-style-type: none">• Bring the class back together whole group. Display the final learning target:<ul style="list-style-type: none">* "I can seek patterns about the topic being discussed."• Explain to students that it's time for them to search for patterns in the writing on the charts. Working with a partner, students will read through all the postings on the charts and search for patterns and themes (I Notice/I Wonder).• Allow students a few minutes to view and carefully examine the charts with a partner. Encourage partnerships to quietly converse about the patterns they see.• Then, gather students whole group. Revisit each chart one at a time as a class. Read a few responses from each chart and circle or underline critical understandings. Ask some students to read a few of the ideas aloud to the class. Ask partnerships to report out patterns and themes. Try to call on different partnership so more have a chance to share out.• After all the charts have been viewed, gather students whole group. Ask them to turn and talk:<ul style="list-style-type: none">* "What was the experience like of 'talking' through writing in the Chalk Talk?" | <ul style="list-style-type: none">• Discussing ideas with peers allows students to process the task orally, helping to support their ability to engage with the task.• Consider offering a sentence frame or starter to assist students with language production and provide structure. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Explain to someone at home what a Chalk Talk is and how it works. Identify two stars for your work in the Chalk Talk (things you did well) and one step (something you could work on in the future or do to improve). | |



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Supporting Materials



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How to Hold a Chalk Talk Anchor Chart

1. We read the question at the top of the chart.
2. We each write down our response on the chart. We each have our own marker.
3. We talk in our group about what to write. We don't talk to other groups.
4. We read what other people write.
5. We must respond in writing. We can write new thoughts or comment on what someone else wrote.
6. We put our initials at the end of what we wrote. This is so that we can go back later and see what we wrote.
7. There is no right or wrong. We are free to write what we want. There's no criticizing or correcting what someone else has written.
8. We move to every chart once everyone in our group has finished.